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ABSTRACT

This paper presents a cost-effectiveness model for teachers' pay that rewards preparation and perfcrmance and eliminates favoritism and hidden raises. Academic preparation is classed as effort (the E factor) and perfcrmance, in the form cf out-of-class responsibilities, comprises the R-factor. A teachers' total salary (S) is the sum of his or her E plus R factors, which are evaluated by the school board at percentages of the base salary scale for the district. The paper claims that this model rewards teachers who really love to work with students. (Author/LD)

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S = E + R : The End to Controversy Over Teachers' Pay Scales

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Equal pay for equal work? Lunch period duty? Degrees vs. long-time experience? S = E + R is a model for determining teachers' pay regardless of the problems which constantly face teachers and administrators. Elasticity of this model is probably its greatest feature--it will serve the single-school district as well as the largest multi-school district. It is open to growth by the decision-makers wherever it might be used. Furthermore, it will lead to pinpoint exactness in budget preparation.

Parts of this model are not new. They have been in use over the years. Some have been paired, such as the preparation-position type salary schedule discussed by Mort (1) as having died out almost completely by 1949. Some have been used more recently by the differentiated staff proponents of the early 1970's (2). Elements of this model represent problems faced by writers as far back as Cubberly (3).

The Salary Model

Salary is expressed as the sum of academic effort and

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the assumption of responsibilities on the part of the teacher, staff member, or attendance unit administrator.

The model is written as:

$$S = E + R$$

where

S = the total, before-tax salary;

E = the rank and level of certification, academic degree, and extra graduate credits;

R = the summation of all the other variables shown in Exhibit I under the titles of (a) Administrative, student-oriented duties; (b) Curricular duties; and (c) Extra-curricular, organizational duties.

E for Effort. In many school districts longevity and good health are all that are necessary for a teacher to arrive at the top of the salary scale. However, under the model presented in this paper a teacher could conceivably enter the teaching field today at the base pay of the district and remain on that same dollar value until retirement age. On the other hand, this model rewards the professionally inclined teacher who exerts the effort to return to the university for extra study.

Admittedly, the incompetent teacher who may be a veritable "credit eater" would benefit from this model; and, if tenured, could not be fired. However, it is the belief and experience of this writer that any such person will eventually find a position of competence or will drop out the field of education.

It will be noted from a study of Exhibit I that not even after one has attained the highest rank and degree possible is he considered free from the possibility of obsolescence in today's fast moving world of education and technology (Note A).

R for Responsibility. Duties beyond teaching is an area of contention for extra pay (Note B). Some teachers shun administrative responsibilities; other thrive on it as part of their status-urge but might prefer to remain in the teaching field if compensation were equal to the administrative salary increment. Some teachers like to work with students in informal, out-of-school-hours situations in both academic and non-academic pursuits but feel that the time spent after school is better used earning necessary supplemental income.

Three broad classes (Exhibit I) which encompass all phases of faculty performance are grouped under the Responsibility factor. These are administrative (student-oriented) duties; curricular duties; and extra-curricular, organizational duties.

Basic Salary Unit. The beginning point on the scale is the base pay for the certified, beginning teacher with a bachelor's degree, on a 10-month contract with regular full-time class load. This is given the Basic Salary Unit ratio (index) of 1.00.

All the E and R factors are summed on a worksheet which becomes part of the teacher-school board contract. This total (S) ratio is then applied to the established base salary to obtain the dollar value of the total salary cost of an individual, a department, a budget "program," a school

(attendance unit), or a whole district. Cross analysis of any of all the sub-totals of the various E and R factors is easily accomplished (Note C).

Take a look at Mr. Armstrong in Exhibit II. He has the certification rank of Senior Teacher II with an E ratio of 1.65; further, he has the duties of attendance supervisor with a rank of Dean I for the R index value of 0.60. His total salary (S) is the sum of E + R, or 1.65 + 0.60 = 2.25 times the bse pay of the beginning teacher.

Dr. Broussard, a verteran administrator, has the E rank of Doctor IV plus the R rank of Principal III giving him a total index of 3.50 times the base salary scale.

Miss Patterson is a teacher-aide with an E index of 0.50; Mrs. Ransom, an office clerk, has the accreditation rank of Secretary III, with an E rating of 0.65.

Conclusions and Summary

All phases of school life can be covered in the E + R formular described in this paper. It comes to this: you do it, you get paid for it. Favortism and hidden raises are gone. This is cost-effectiveness and accountability exemplified.

Length of service is not specifically covered in this model. However, if a district wishes to reward longevity in the district, this factor may be classed under the title of Continuing Contract I, II, III, Iv, with years of service assigned to each continuing contract index.

Under this model teachers who "would love to work with the students but just can't afford to" might find that the double remuneration of the shining smiles of students with

whom they work and the increased size of the pay check make the extra work worthwhile.

Notes

A. Index values. The reader must understand that in all cases in this model the ratio, index, or factor awarded for a certain function in this presentation is merely for the sake of illustration and that it is left to the final decision of any school district making use of this formula to give definitive values to these functions.

B. Job Descriptions. No attempt has been made here to give job descriptions or analyses of duties. This chore is left to the school board to prepare job descriptions for the employees of the district.

C. Graph or Statistical Analysis. There is no constant parameter operating on either a linear or a curvilinear slope in this model. Hence, no purely mathematical determinant is used since the main elements of the E and R factors fall in the realm of "boot-strapping" and free choice. It is a simple matter, however, to total individual E + R results and to find the mean and standard deviation. Statistical treatment can also be easily applied to any and all of the factors singly or collectively.

REFERENCES

1. Mort, Paul R., and Walter C. Reusser. Public School Finance. New York: McGraw-Hill Book Co., Inc., 1951.

2. Rand, M. John. "A Case for Differentiated Staffing." CTA Journal, LXV (March 1969), 211-14.

3. Cubberly, Ellwood P. State School Administration. Cambridge: The Riverside Press, 1927.

EXHIBIT I

CALCULATION OF SALARY WITH DIFFERENTIATIONS OF EFFORT AND RESPONSIBILITIES

Ratios to be applied to BSU (Base Salary Unit) in determining an individual's annual salary:

EFFORT FACTORS

Academic Background	Ratio
Continuing Contract IV	0.10
Continuing Contract III	0.20
Continuing Contract II	0.30
Continuing Contract I	0.40
Teacher Aide	0.50
AA Diploma (2-year degree)	0.75
Assoc. Teacher (BA, non-certif.)	0.85
STAFF TEACHER III (Base Salary)	1.00
Staff Teacher II (BA + 12)	1.15
Staff Teacher I (BA + 24)	1.30
Senior Teacher III (Master's)	1.50
Senior Teacher II (Master's + 12)	1.65
Senior Teacher I (Master's + 24)	1.80
Master Teacher III (Specialist)	2.00
Master Teacher II (Specialist + 12)	2.15
Master Teacher I (Specialist + 24)	2.30
Doctor IV	2.50
Doctor III (Doctor's + 12)	2.65
Doctor II (Doctor's + 24)	2.80
Doctor I (Doctor's + 30)	3.00
_____	___
_____	___

RESPONSIBILITY FACTORS

Administrative Duty	Mos.	Ratio
Resource Center II	10	0.20
Resource Center I	12	0.25
A/V Director III	10	0.25
A/V Director II	10	0.35
A/V Director I	12	0.45
Librarian III	10	0.30
Librarian II	10	0.40
Librarian I	12	0.60
Dean III	10	0.40
Dean II	10	0.50
Dean I	12	0.60
Counsellor III	10	0.50
Counsellor II	10	0.60
Counsellor I	12	0.80
Assistant Prin. III	10	0.50
Assistant Prin. II	10	0.75
Assistant Prin. I	12	0.85
Principal III	12	1.00
Principal II	12	1.20
Principal I	12	1.40
_____	__	___
_____	__	___

Curricular Duty	Mos.	Ratio
Team Leader II	10	0.05
Team Leader I	12	0.10
Research Special II	10	0.10
Research Specialist II	12	0.20
Eval. Criteria II	10	0.10
Eval. Criteria I	12	0.20
Curriculum Spec. II	10	0.05
Curriculum Spec. I	12	0.15
Department Head III	10	0.10
Department Head II	10	0.15
Department Head I	12	0.20
_____	__	___
_____	__	___
_____	__	___
_____	__	___

Extra-curricular and Organizational Duty	Mos.	Ratio
Business Manager II	10	0.10
Business Manager I	12	0.20
Activities Manager II	10	0.10
Activities Manager I	12	0.15
All Social Clubs	10	0.10
All Academic Clubs	10	0.10
Dramatics II	10	0.10
Dramatics I	12	0.15
Debate II	10	0.10
Debate I	12	0.15
School Paper II	10	0.10
School Paper I	12	0.15
Yearbook II	10	0.10
Yearbook I	12	0.15
Coach III	5	0.05
Coach II	9	0.10
Coach I	10	0.15
Athletics Director II	12	0.20
Athletics Director I	12	0.30
_____	__	___
_____	__	___

TOTALS: EFFORT _____ + ADMINISTRATIVE DUTIES _____ + CURRICULAR DUTIES _____ + EXTRA DUTIES ____

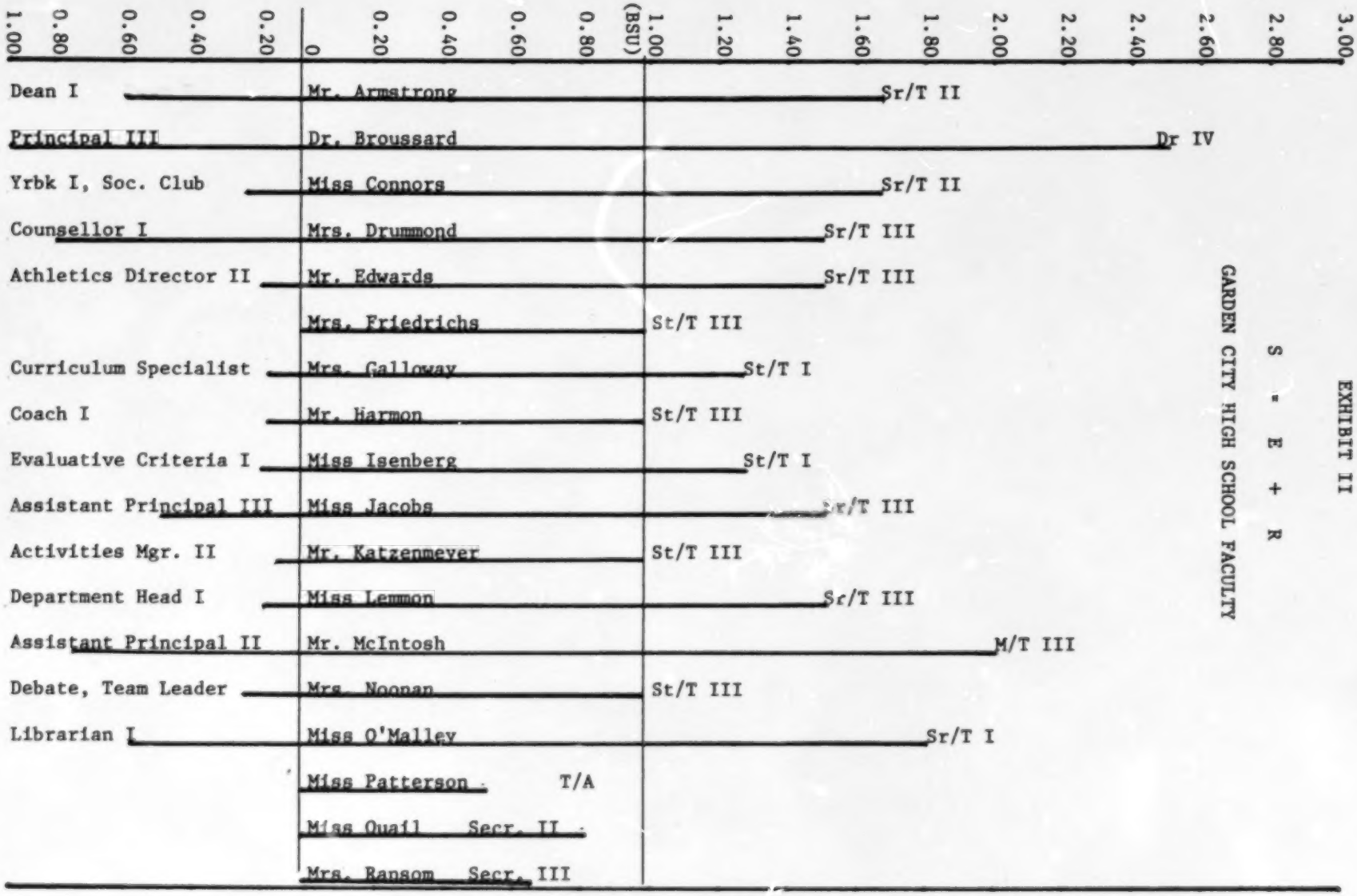
GRAND TOTAL OF ALL FACTORS . . . . . _____ x BSU $_____ = $_____

This worksheet becomes part of teacher's contract when signed by teacher and superintendent and properly notarized.

_____ _____
Teacher's signature

_____
Superintendent's signature

L.S.
Notary Public



R Factors:
Student-oriented duties
Curricular duties
Extra-curricular and/or
Organizational duties

E Factors:
Academic preparation
Professional growth